DOCUMENT RESUME

ED 332 074 CG 023 165

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TITLE The Counseling & Guidance Curriculum.
PUB DATE 91
NOTE 13p.
PUB TYPE Viewpoints (Opinion/Position Papers, Essays, etc.) (120)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Behaviorism; Case Studies; Counseling Objectives; *Counselor Role; *Counselor Teacher Cooperation; *Curriculum Development; Disabilities; Educational Counseling; Elementary Secondary Education; *Guidance; Humanism; Psychology; School Counselors; Student Needs

ABSTRACT

Counseling and guidance services are vital in any school curriculum. Counselors may themselves be dealing with students of diverse abilities and handicaps. Counselors may have to work with students affected by drug addiction, fetal alcohol syndrome, homelessness, poverty, Acquired Immune Deficiency Syndrome (AIDS) and divorce. Students may present problems of sexual, physical, emotional abuse and neglect; violence; poor housing; poor health; or racial discrimination. To indicate worth and value of students individually, the guidance counselor needs to accept each learner intrinsically. Much assistance and help needs to be given to teachers to accept each student. Guidance counselors can help teachers secure the interests of students; assist students in attaching meaning to each presentation; and provide for individual differences. The guidance counselor needs to impress upon teachers the necessity of accepting each student and assisting each to attain proficiency. The guidance counselor needs to assist teachers in understanding the principles of behaviorism and humanism. Helping teachers help students is one of the vital roles guidance counselors play. Securing the interests of students, providing for individual differences, and attaching meaning to ongoing lessons and units are some criteria which should be considered when teaching students. (BHK)

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THE COUNSELING AND GUIDANCE CURRICULUM

[Marlow Ediger]

Counseling and guidance services are vital in any school curriculum. At no other time in educational history are schools required to accept students of diverse abilities and handicaps. The Education for All Handicapped Students (PL 94-142) law passed by the House and Senate and signed by the President in 1975 made it imperative that public schools provide an appropriate education in the least restricted environment. Students with extreme and multiple handicaps then also need an appropriate education in the least restricted environment. It may even be that a student, completely bedfast and hardly recognizes another person due to extreme vision and hearing impairment, is receiving the best education possible under the circumstances.

In this decade, a high number of students will also come from situations such as the following:

1. drug addicted at birth due to the mother having been involved in drug abuse. The consequences of drug addiction at birth will be studied increasingly so to notice handicaps of these students such as mental retardation and physical impairment.
2. fetal alcohol characteristics in appearance from birth on, due to heavy alcohol consumption of the mother during pregnancy.
3. street children whereby dire and extreme poverty accrued due to homelessness and harsh parental realities of being destitute.
4. twenty-five percent of school aged children living in poverty conditions in the United States. Pertaining to poverty, Hernon and Gauen [1] wrote:

> As she lay dying on a couch in her grandmother's home, 21-year-old Laurie Ann Dilar managed to choke out a few words over the telephone -- "Aunt Bobbie, help!"
>
> Nearly seven years later, her death in Kahoka, a small town in rural northeastern Missouri, continues to haunt and anger her aunt. Barbara "Bobbie" Banes, who worked on an ambulance crew, answered her niece's frantic emergency call only to arrive too late.

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As soon as Banes saw Laurie Ann, her upper body horribly swollen, she knew there was nothing she could do.

Dilar died for want of medication that she could not afford, relatives say. The drug she needed was not on the list of drugs approved for Missouri's Medicaid recipients.

For Banes and others, the case remains a symbol of what they believe is wrong with Missouri's welfare system -- too much red tape, too little money.

5. AIDS-infected students due to infection from the mother at birth.
6. divorce scars placed upon offspring.

Additional problems faced by students in the home and societal setting include the following:

1. sexual, physical, emotional, and neglect abuse of school age students.
2. violence in terms of murders and robberies committed in numerous areas. Washington, D.C., Detroit, Miami Beach, and Los Angeles, all located in the United States, have been mentioned as being crime capitals of the world.
3. slum dwellings abound in urban areas of the United States. Rural areas are catching up with the urban in terms of lack of quality of dwelling places.
4. health care for pregnant women being lower than for all other western industrialized nations. The federal government has been intent on cutting money for domestic spending. Heavy spending for the military, for bailouts of savings and loans (estimated to be as high as one trillion dollars), and for debts of foreign nations (estimated at three hundred billion dollars), receive much higher priority in the federal budget as compared to job training, education in general, housing, and food for the needy. A free enterprise system of economics stresses hands off the economic area and very little spent on domestic needs including schools, roads, bridges, hospitals, and other worthy causes.
5. much money available for prisons and judges, but little for rehabilitations of inmates. Approximately, eighty percent of inmates are drug addicts.
6. racial discrimination is quite relevant in society. Purnell[2] wrote:

At 6-foot-1-inch and 240 pounds, Oregon State University student Jeff Revels isn't easily intimidated.

Still, the black ex-Marine wasn't prepared Oct. 20 when he left the Corvallis campus for food and was nearly run over by a van full of white men shouting "Hey, nigger."

Revels followed, then watched six men enter a fraternity house. He reported the incident to authorities, but said they were slow to act.

Revels, like thousands of minority students, learned the hard way there's more to worry about on campus than studying, friends and fun.

They wonder: Will I be singled out for harrassment or attacked because of race, religion or sexual orientation?

7. lack of role models contribute to students morality. Vera L. Dordick [3] wrote:

> From "The Bozo Show" in the morning to the teenage mutant ninja turtle cartoons in the afternoon, your kids may be watching more television than you realize.
>
> The average child over age 3 watches 15 to 30 hours of television each week, not including videocassette use, says Cheryl Cruise, clinical nursing specialist in the psychiatry department of the University of Iowa College of Medicine and UI Hospitals and Clinics.
>
> They're also seeing more violence than you might think. Action cartoons show an average of 28 violent acts per hour and non-cartoon action programs average eight acts of violence per hour, Cruise says. Studies have shown that children aged 5 to 9 are more likely to be aggressive after viewing violence on television. "Seeing a lot of violence makes children less sensitive to it and leads them to think it's an acceptable way to resolve a situation," she notes.

Implications for the Curriculum

With an increased number of student categories entering the public schools, the guidance counselor has many important responsibilities to fulfill. Each human being has much worth and needs to be valued for his/her own sake. To indicate worth and value of students individually, the guidance counselor needs to accept each learner intrinsically. Much assistance and help needs to be given to teachers to accept each student. Personal problems faced by students should not be separated from teaching-learning situations. Environments, positive and negative, do affect students in diverse ways. The goal of the public school is to guide each student to achieve as optimally as possible. Quality

objectives, learning opportunities, and appraisal procedures should be in the offing in the school curriculum. Following tenets from the psychology of learning, as well as from principles of guidance and counseling, each student can be assisted by teachers and counselors to attain more optimally. How might the guidance counselor assist teachers in helping students attain more optimally?

Guidelines in Teaching, Learning, and the Curriculum

The guidance counselor needs to emphasize teachers securing the interests of students. Thus the classroom teacher needs to select objectives, learning opportunities, and appraisal procedures which stimulate student interest in ongoing lessons and units. With interest, the student and the curriculum are one, not separate entities. Interest is a powerful factor in securing attention of students to learn, achieve, and develop. Interest makes for effort in learning. Guidance counselors need to assist teachers to utilize appropriate criteria from the psychology of education. Each category of students might then achieve more optimally.

A second guideline to follow emphasizes teachers assisting students to attach meaning in each presentation. If learners attach meaning, they understand facts, concepts, and generalizations presented by the teacher. Students then need to comprehend subject matter presented. Comprehension of content is a major objective of instruction. Much time is lost in teaching-learning situations if students do not understand that which is taught. Students who comprehend content have a better chance of utilizing what has been acquired, as compared to those who

lack meaningful content. Knowledge, skills, and attitudes achieved should have utilitarian values for students. When the goals of instruction provide that which is useful to students, content acquired may be utilized to solve problems. Problem solving is useful in school and in the societal arena. Each category of students should attach meaning to subject matter acquired, as well as be able to utilize what has been learned to solve personal and social problems.

A third guidline for teachers to follow is to provide for individual differences. Guidance counselors need to assist teachers in understanding the many ways each student differs from others. The differences need to be carefully considered by the teacher to assist each student to attain more optimally. Labeling and stereotyping of any student must be avoided. Objectives, learning opportunities, and appraisal procedures need to be selected on the basis of assisting students individually to learn as much as possible, be it knowledge, skills, or attitudes. Tasks and experiences need to harmonize with the present achievement level of the student. Continuous, optimal progress for the student should then be in the offing. Acceptance of the traits, characteristics, and personality of the student is a must. All need acceptance as human beings having much intrinsic worth. No student should be permitted to fall through the slats in the school curriculum. Rather, all are taught and prized. The guidance counselor needs to impress upon teachers the necessity of accepting each student and assisting each to attain proficiently.

Royer and Feldman [4] wrote:

> The goal of formal education is for students to learn the material that is presented to them. Attainment of this goal is dependent on students attending to instruction, students being motivated to learn, and the instruction being presented in a manner that allows the students to acquire the information. All of these are problems that can be approached using guidelines provided by the psychology of learning. Knowledge of the psychology of learning can provide approaches that may not occur to a teacher who is solely dependent on his or her own experience.

Psychologies of Learning

Guidance counselors need to impress upon teachers how desired strands of psychology might be utilized in teaching-learning situations. Whichever strand is chosen must help students to achieve well intellectually, emotionally, socially, and physically.

Behaviorism, as a psychology of instruction, emphasizes the utilization of measurably stated objectives in teaching-learning situations. The objectives are precise with no inherent guesswork in terms of what will be taught. After instruction, the teacher measures if a student has or has not attained a precise objective. If the learner did not achieve the objective, a different teaching strategy should be utilized by the teacher.

The objective for student achievement should be announced prior to instruction. Thus the student knows what is expected in terms of content to be acquired. Security might then be present in the student's mind in terms of what will be learned and what will be appraised.

The teacher arranges objectives in a logical curriculum for student attainment, as emphasized by behaviorism. Thus the teacher needs to

think logically in arranging objectives in ascending order of complexity for student achievement.

The guidance counselor has several tasks to perform to emphasize students being more successful in goal attainment. These are

1. teachers need to clarify instructional intent.
2. students achieve objectives in a logically arranged curriculum.
3. a different teaching strategy needs utilization if a student did not achieve one or more objectives.
4. individual differences need adequate provision.
5. evaluation of achievement is stressed to determine if sequential objectives have been attained by students.

Humanism, as a psychology of learning, advocates students developing proficiency in the making of decisions. A variety of stations need to be inherent in the classroom. At each station, learning opportunities need to be available. A student may then choose which activities to complete. Those not deemed purposeful may be omitted. Time on task is of utmost importance. At each station, there should be tasks involving the concrete, semi-concrete, and the abstract in terms of learning opportunities.

The student then sequences his/her tasks in a psychological, not logical, curriculum. The student may select individual endeavors or committee work. With the selection of sequential activities, a humane curriculum is in evidence, according to humanists. Sequence resides within the learner, not in textbooks or the teacher.

The guidance counselor needs to assist teachers to understand the principles of humanism. Strands of humanism accepted by teachers may then be implemented to provide for individual differences. Regardless of educational psychology utilized, each student needs to achieve optimally. Vital goals need to be achieved by all students. Salient

facets of humanism to be emphasized in the curriculum include the following:

1. an open ended curriculum is in evidence.
2. students need to select, choose, and complete learning activities, from among alternatives.
3. decision-making are relevant skills for students to develop.
4. the learner orders or sequences his/her own experiences within a flexible framework.
5. trust between students and the teacher is a must.

Regardless of educational psychologies utilized in teaching-learning situations, Maxim [5] listed the following personal characteristics of good teachers:

-- I display a deep, affectionate regard for all children I teach through my actions and words.
-- I am freely and sincerely myself, not playing a role.
-- I express realistic feelings of security and self-confidence.
-- I offer genuine comments of concern; positive words and gestures communicate a warm regard for children.
-- I get along well with people.
-- I am a hard worker.
-- I am willing to put in extra time to complete a job.
-- I am punctual and dependable.
-- I can keep secrets regarding confidential matters.
-- I admit mistakes and work hard to correct them.
-- I observe the rules of the groups to which I belong.
-- I leave my problems at home and do not let them affect my work.
-- I ignore rumors and refuse to gossip.
-- I keep myself groomed and neat.
-- I keep my work area in order.
-- I use supplies and equipment as carefully as if I purchased them myself.
-- I take pride in my work.
-- I follow directions and respect the leadership of others.
-- I have a good sense of humor; I can laugh with others.
-- I am a flexible person; I can vary my approach if the situation calls for it.
-- I am curious and want to explore new ideas for working with young children.
-- I know youngsters are active, so I eat and sleep well and exercise in order to stay physically fit, energetic, and healthy.

In Closing

Guidance counselors have vital roles to perform in guiding teachers to assist each student to attain as well as possible in the curriculum.

Criteria to follow in teaching students include the following:

1. securing the interests of students.
2. making certain students attach meaning to ongoing lessons and units.
3. providing for individual differences.

Appropriate psychologies of instruction which need emphasizing include

1. behaviorism with its predetermined, measurably stated objectives.
2. humanism with its emphasis upon students engaging in decision-making to select learning opportunities, from among alternatives.

Teachers will have increased responsibilities in the future to guide each student to attain more optimally. An increased number of handicapped students will enter the public schools due to problems existing in society. These handicapped students come from homes in which mothers during pregnancy

1. engaged in drug abuse.
2. imbibed alcoholic beverages or were alcoholics.
3. were AIDS-infected.

Additional grave societal problems include

1. diverse kinds of abuse inflicted upon children. Hawley [6] wrote:

> Because intoxicating chemicals impair the healthy functioning of the nervous system and because the nervous system is the organ of learning, growing children should be drug free. Maturing nervous systems are more critically impaired by intoxicants than mature ones are; childhood losses in learning are lifelong and profound. Moreover, children grow chemically dependent more quickly than adults, and their record of recovery is depressingly poor.

Diagnosing and treating drug impaired children is a necessary therapeutic gesture, but it is a woefully insufficient approach to the youthful drug problem. As Nahas told his PRIDE conferees and any others who would listen, "medicalization" is not the solution. Unless the climate for experimenting with and using drugs is changed, medical treatment will become an appendage and support of the drug culture. A booming proliferation of drug-abuse professionals and new treatment centers is not, in the long run, good news.

2. extreme poverty in its diverse manifestations.
3. violence toward others including murders, robberies, and rapes.
4. lack of pre-natal health care for expectant mothers.
5. a lack of governmental priorities in spending tax moneys, e.g. heavy military spending as well as money spent on prisons and judges, rather than rehabilitation of drug offenders. Statistics generally given for crimes indicate eighty percent are drug related. Society needs to make tremendous changes so that educators may assist each student to attain as well as possible. A better, ordered society achieving more optimally should be a vital end result.
6. war time realities which affect students in the school setting.

The Reverend Jesse Jackson [7] stated:

Every time a bomb falls in Iraq, Kuwait or Israel, they lose lives and we lose our humanity," said Jackson, who organized his own rally under his group, the Rainbow Coalition, partly to honor the late civil rights leader Martin Luther King, Jr., whose birthday is commemorated by a holiday Monday.

Ramsey Clark [8] spoke the following words:

We must liberate America from its love for violence and from its lust for oil, added Ramsey Clark, former President Lyndon Johnson's attorney general, who protested the Vietnam War after he left the administration.

To summarize the need for use of desired tenets from the psychology of education in teaching students, Ediger [9] wrote:

There are numerous schools of thought in psychology and philosophy attempting to explain how individuals learn. Teachers, principals, and supervisors must study and appraise diverse schools of thought in education pertaining to how human beings learn. Ultimately, educators in the public school setting must develop a philosophy and psychology of their own to implement in teaching-learning situations. Teachers, principals, and supervisors may develop a rather consistent school of thought such as Stimulus-Response or the

Gestalt approach. Other public school educators may be eclectic in teaching-learning situations selecting that which is deemed relevant and viable from diverse schools of thought explaining how individuals learn.

Whichever school of thought is selected, the following principles of learning should be accepted by all teachers, principals, and supervisors in the school setting pertaining to teaching mathematics and other curriculum areas:

1. Learning activities must capture the interest of pupils.
2. Pupils must understand what is learned.
3. Balance among understandings, skills, and attitudinal goals must be emphasized in ongoing units of study.
4. Good sequence in learning must be inherent on the part of learners.
5. Pupils need to feel successful in learning.
6. Learners must develop feelings of an adequate self-concept.
7. Each pupil must experience adequate readiness activities prior to experiencing new learnings.
8. A variety of learning experiences must be provided for learners.

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